**CATEGORY B PROGRAMMES SUBMISSION TO CHE FOR IMPROVEMENTS - MARCH 2015**

Institution **University of KwaZulu-Natal (H08)**

Qualification reference **Bachelor of Administration (FMS6)**

**CHE COMMENTS:**

1. To ensure continuity and progression in knowledge the institution to offer modules at levels 5, 6 and 7. Currently all modules are offered at level 7.
2. Moreover, the institution should outline an assessment strategy specific to this programme.

**ACTION 1**

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| **Title of all modules** | **Year level** | **Compulsory (C)/**  **Elective (E)** | **NQF level** | **Credits** |
| BBAP1MS Management Science 101 | 1 | C | 5 | 16 |
| MGNT102 Management 120 | 1 | C | 5 | 16 |
| PADM1B0 Introduction to Public Management | 1 | C | 5 | 16 |
| PADM1CO Introduction to Public Administration | 1 | C | 5 | 16 |
| ACCT103 Accounting 103 | 1 | E | 5 | 16 |
| ECON101 Principles of Microeconomics | 1 | E | 5 | 16 |
| ECON102 Principles of Macroeconomics | 1 | E | 5 | 16 |
| ECON1CO Elementary Microeconomics | 1 | E | 5 | 16 |
| ECON1D0 Elementary Macroeconomics | 1 | E | 5 | 16 |
| FINR104 Financial Reporting 1 A | 1 | E | 5 | 16 |
| HRMG1A0 Introduction to Individual Behaviour and HRM | 1 | E | 5 | 16 |
| HRMG1C0 Principles of Social Behaviour & Group Dynamics | 1 | E | 5 | 16 |
| ISTN100 End User Computing | 1 | E | 5 | 16 |
| ISTN101 IS & T for Business | 1 | E | 5 | 16 |
| ISTN102 IS & T Development Fundamentals | 1 | E | 5 | 16 |
| ISTN103 Development and Applications Fundamentals | 1 | E | 5 | 16 |
| ZULN101 Basic isiZulu Language Studies A | 1 | E | 5 | 16 |
| PADM2A0 Introduction to Local Government | 2 | C | 6 | 16 |
| PADM2B0 Introduction to Public Sector HRM | 2 | C | 6 | 16 |
| PADM2C0 Intro. to Public Sector Financial Management | 2 | C | 6 | 16 |
| PADM2EO Introduction to Public Policy Management | 2 | C | 6 | 16 |
| ECON201 Intermediate Macro. & Applications | 2 | E | 6 | 16 |
| ECON202 Intermediate Micro & Applications | 2 | E | 6 | 16 |
| ENTR2EN Introduction to Entrepreneurship | 2 | E | 6 | 8 |
| HRMG2AO Research Methodology: Statistical Methods and Analysis | 2 | E | 6 | 16 |
| HRMG2D0 Intro to Human Resource Information Systems | 2 | E | 6 | 16 |
| HRMG2E0 Managerial Ethics In The Workplace | 2 | E | 6 | 16 |
| HRMG2HO Employee Wellness | 2 | E | 6 | 16 |
| HRMG2HR Introduction to HR | 2 | E | 6 | 8 |
| HRMG2JO Managing Workforce Diversity | 2 | E | 6 | 16 |
| HRMG2KO Career Management | 2 | E | 6 | 16 |
| ISTN211 Systems Analysis and Design | 2 | E | 6 | 16 |
| ISTN212 Databases and Programming | 2 | E | 6 | 16 |
| MARK2MK Introduction to Marketing | 2 | E | 6 | 8 |
| SCMA2OP Introduction to Operations Management | 2 | E | 6 | 8 |
| PADM3A0 Development Policy and Project Management | 3 | C | 7 | 16 |
| PADM3B0 Public Service Delivery: Principles & Process | 3 | C | 7 | 16 |
| PADM3DO Global & Regional Trends in Public Admin | 3 | C | 7 | 16 |
| PADM3EO Organisational Change and Leadership | 3 | C | 7 | 16 |
| ECON302 Environmental Economics | 3 | E | 7 | 16 |
| ECON305 Industrial Organisation | 3 | E | 7 | 16 |
| ECON306 International Economics | 3 | E | 7 | 16 |
| ECON308 Public Economics | 3 | E | 7 | 16 |
| ECON309 Macroeconomic Policy in SA | 3 | E | 7 | 16 |
| ECON311 Labour Economics | 3 | E | 7 | 16 |
| ECON314 Quantitative Economics | 3 | E | 7 | 16 |
| ECON340 Monetary Economics | 3 | E | 7 | 16 |
| ECON360 International Trade | 3 | E | 7 | 16 |
| ECON370 Development Economics | 3 | E | 7 | 16 |
| FINA312 Financial Risk Management | 3 | E | 7 | 16 |
| FINA321 Corporate Financial Management | 3 | E | 7 | 16 |
| HRMG3CE Collective Employment Relations & Law | 3 | E | 7 | 16 |
| HRMG3CI Employment Relations & Contemporary Issues | 3 | E | 7 | 16 |
| HRMG3ER Employment Resourcing | 3 | E | 7 | 16 |
| HRMG3IE Individual Employment Relations & Law | 3 | E | 7 | 16 |
| HRMG3LL Labour Legislation | 3 | E | 7 | 16 |
| HRMG3OD Individual & Organisational Development | 3 | E | 7 | 16 |
| ISTN31A Advanced Systems Analysis | 3 | E | 7 | 8 |
| ISTN31B Applied Systems Analysis | 3 | E | 7 | 8 |
| ISTN31D Advanced Systems Design | 3 | E | 7 | 8 |
| ISTN31E Project Management | 3 | E | 7 | 8 |
| ISTN31F Information Systems & Technology Strategy | 3 | E | 7 | 8 |
| ISTN31G IS&T Communication Skills | 3 | E | 7 | 8 |
| ISTN31H Business Process Management | 3 | E | 7 | 8 |
| ISTN32A Advanced Systems Implementation | 3 | E | 7 | 8 |
| ISTN32B Applied Systems Implementation | 3 | E | 7 | 8 |
| ISTN32D Security | 3 | E | 7 | 8 |
| ISTN32E Info Infrastructure for Bus Solutions | 3 | E | 7 | 8 |
| ISTN32F Database Management | 3 | E | 7 | 8 |
| ISTN32G eCommerce Deployment | 3 | E | 7 | 8 |
| ISTN32H Consulting | 3 | E | 7 | 8 |
| ISTN32L Special Topics in IS&T | 3 | E | 7 | 8 |
| MGNT307 Corporate Strategy | 3 | E | 7 | 16 |
| MGNT310 Business Ethics | 3 | E | 7 | 16 |
| MGNT314 Technology Management | 3 | E | 7 | 16 |
| MGNT315 International Business | 3 | E | 7 | 16 |
| SCMA301 Operations & Supply Chain Management | 3 | E | 7 | 16 |
| SCMA305 Purchasing Management & Contemporary Issues | 3 | E | 7 | 16 |
| SCMA306 Logistics & Physical Distribution | 3 | E | 7 | 16 |
| SCMA311 Special Topics in Supply Chain Management | 3 | E | 7 | 16 |

The next section discusses Action 2 regarding assessment strategy.

**ACTION 2**

**Discuss the overall assessment strategy and indicate the constructive alignment of the programme design, teaching and learning procedures to the learning outcomes (Criteria 6 I, 13 i).**

The learning outcomes of the programme are followed by Table 4 which displays an increasingly demanding overall assessment strategy for each undergraduate level to achieve continuity and progression of knowledge.

BAdmin Programme Exit Level Outcomes

Upon completion of the BAdmin degree students will be able to

* Demonstrate integrated knowledge of public administration, management and policy (collectively, public governance or public affairs) including its inter-mutli-transdisciplinary nature and the ability to evaluate and apply the key terms, concepts, facts, principles, rules and theories of public governance; and detailed knowledge of subfields in relation to other fields.
* Display an understanding that knowledge is contested, that sources of knowledge are to be verified and evaluated and explanations of knowledge to be interrogated and critically analysed in the context of historical and contemporary public affairs.
* Exhibit comprehension of a range of methods of enquiry into public governance, their suitability to a type of investigation and the ability to discern a range of methods and to select appropriate methods to resolve public governance problems or to bring positive change to public, non-governmental and private sectors, including the nature of public-private partnerships concerned with development and service delivery.
* Demonstrate the capacity to identify, articulate, frame, analyse, evaluate, critically reflect on and address complex public governance problems, applying evidence-based solutions and theory-driven arguments informed by South Africa and Africa’s historical legacies – including discovery and application of indigenous knowledge, indigenous knowledge systems and contestation of residues of colonialism and apartheid; yet in light of contemporary realities in a local, national, regional, continental and global context.
* Show the ability to take decisions and act ethically and professionally in the Public Service and its related environs, and the ability to justify decision-making and behaviour drawing on appropriate ethical values, transparency, accountability, the rule of law and other components of good governance.
* Exhibit the ability to access, process, manage and apply information for use in public governance domains and the ability to independently question, interrogate and validate sources of information with an aim to manage information in a way that promotes equity and transformation in South Africa, the southern African region, the African continent and beyond.
* Display the capacity to grow, develop, and communicate his or her ideas and opinions regarding public governance across geographical scales and spheres of government in well-formed arguments, justified by appropriate academic, professional, and occupational discourse while being open to ideas and opinions of others will a sense of collegiality and willingness to change and support the process of positive change with others.
* Demonstrate the ability to manage governance and government processes in unfamiliar and variable contexts including intergovernmental relations, public fiscal responsibility and accountability, human capital development, public service delivery, infrastructure project development and community development, recognising that problem solving is context and system bound, and does not occur in isolation.
* Display the capacity to identify, evaluate and address his or her learning objectives and needs regarding public governance education, training and value-setting in a self-directed manner, to facilitate collaborative learning processes and to integrate theory and practice as a source of learning.
* Exhibit the capability to take full responsibility for her or his work and decision-making during public governance study in a way that builds character and demonstrates efficient and effective use of resources while accepting limited accountability for decisions and actions of others in different and uncertain contexts.

Table 4 shows the types of assessments used across the BAdmin programme curriculum. For first year modules, the same assessments are generally used. In second and third year modules, different modules use a variety of assessments but not all of the assessments provided in the second column. Rather, assessment strategy is aligned with the relevant knowledge content, teaching philosophy, pedagogical approaches, learning outcomes per module and overall programme exit outcomes.

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| Table 4  Assessment Strategy Aligned with Continuity and Progression of Knowledge | | |
| **Undergraduate level** | **Increasingly demanding assessment strategy** | **Rationale underlying assessment strategy** |
| First year overview of assessments across two modules | Written assignments during tutorials  Tests  Final examinations | Learning requirements and expectations and civic duties and responsibilities in participatory democracy are worth teaching  Developing academic literacy and critical thinking skills with the help of supplementary instruction where resources permit, empowers students  Accessing, digesting and conveying knowledge is useful in personal, academic and community development. |
| Second year overview of assessments across four modules | Written assignments  Action learning group work  Case-based learning  Problem-based learning  Industrial theatre (drama)  Syndicate groups  Moodle forum discussions  Tests  Final examinations | Developing academic writing proficiency and critical and integrative thinking skills leads to engaged citizenship in a democratic society  Interrogating theoretical and practical constructs of public financial governance, intergovernmental fiscal relations, local government, public policy and human resource management through a lens of ethics and transparency by critical analysis and evaluation of cases is empowering  Identification, articulation and brainstorming to develop learning objectives and to engage in analytical reiterative processes to address ill-designed case scenarios through PBL may lead to innovation in public governance  Active participation of students in problem-solving exercises to demonstrate acquisition and application of knowledge gives students and parents ‘value-for-money’  Workplace simulation activities generate workplace preparedness  Team-building and cooperative decision-making and accountability make for better leaders in a diverse society  Small group learning, where resources are available for postgraduate facilitators, intensifies and fortifies the undergraduate learning experience. |
| Third year overview of assessments across four modules | Inter-office memoranda  Policy briefs  Persuasive position paper  Debate team performances  Scholarly research paper  Infrastructure project design  Portfolios of evidence  Syndicate groups  Moodle forum discussions  Tests  Final examinations | Developing academic writing proficiency and critical and integrative thinking skills for self and collaboratively with others leads to engaged citizens in a democratic society  Intensive research and writing, are not mere tasks but highly desirable skills in the face of skills deficits in the country  Writing and critical analysis for a variety of audiences endow students with a sense of professionalism and know-how  Project-based learning in relation to development policy confronts students with analysing existing and planning real-life infrastructure projects in developmental South Africa. Site visits to actual projects sites are useful.  Workplace preparedness increases employment opportunities for students  Postgraduate study preparation shortens time required for postgraduate study, opening space for others  Small group learning, where resources are available for postgraduate facilitators, intensifies and fortifies the undergraduate learning experience  Some third year lecturers are moving away from administering three hour final examinations to continuous assessments that allow students to compile, manage and produce information and projects that they can retain for future use toward career development and life-long learning. |